

GL^{RE}

Global Recognition



This toolkit is one of the results of a Capacity Building in the Field of Youth project called "Global Recognition" (GloRe), financed through the Key Action 2 of the **Erasmus+ programme**, promoted by the European Commission. It takes place from November 2016 until March 2018.

The idea of GloRe arose from the need to increase volunteering opportunities outside of the EVS framework. It was observed that such volunteering opportunities often leave all stakeholders in an EVS project (COs, SOs, HOs and volunteers) without any form of quality control, nor recognition. Based on this, the long-term objective of GloRe is to value the importance of quality learning experiences following principles of **Non-Formal Learning and Volunteering** and to encourage its recognition as a means to improve the employability of young people and their social cohesion.

Moreover, the project aims at creating a platform for the recognition (based on the Youthpass for extra E+ activities and complementary to the Youthpass for activities under Erasmus+) and promotion of international volunteering experiences. The platform <http://myinternationalvolunteering.org/>, to which diverse volunteering associations will be able to adhere their projects and volunteering opportunities, will guarantee high quality standards in hosting volunteers in and from all around the world. Volunteers participating in GloRe network's projects will be guaranteed both in terms of living conditions and facilities, in monitoring and assessment of the competences acquired by participants through the experience of volunteering abroad.

The Global Recognition of Non-Formal Learning and Volunteering is an essential part of the project as it aims at providing certificates that the volunteers are involved in completing themselves and in which they receive feedback as well as recommendation letters from their Hosting Organisations, based on common quality standards and good practices shared within a network.

There has always been a large demand for volunteering opportunities, and recently there are more and more demands for quality experiences which will provide the volunteers with skills and competences that can be useful for their future employability, as potential employers want to see documentation that certifies their experiences. The Global Recognition platform will provide the above to volunteers, Hosting Organisations, Sending Organisations and employers on different levels.

The international volunteers within the network follow a learning process that is monitored and evaluated throughout the period of the voluntary work experience, in order to have a real chance to gain useful knowledge and skills for their future.

For this reason, during two "Training of Trainers" mobilities throughout the project (in Passignano sul Trasimeno, Italy: 6 - 16 February 2017; and Ollantaytambo, Peru: 28 March - 9 April 2017) the following partner organisations developed a set of activities related to the support, mentorship and coordination of international volunteers, which are summarised in this toolkit.



The following **partners** participated in the project and in a common effort developed the toolkit:

- **Associazione di promozione sociale Joint**, Italy
(<http://associazionejoint.org/>)
- **Cooperativa di Sperimentazione Territoriale per lo Sviluppo Sostenibile**, Italy (<http://www.buonaterra.org/>)
- **Rota Jovem**, Portugal (<http://home.rotajovem.com/>)
- **Service Volontaire International**, Belgium
(<http://www.servicevolontaire.org/>)
- **L'Arche Bruxelles**, Belgium (<http://www.larche.be/index.php/bruxelles>)
- **My Small Help**, Peru (<http://www.mysmallhelp.org/peru/>)
- **Arajuno Road Project**, Ecuador (<http://arajunoroadproject.org/>)
- **Vive Mexico**, Mexico (<http://vivemexico.org/>)
- **Edos Foundation**, Netherlands (<http://www.edosfoundation.com/>)

The toolkit is therefore intended to be public and to serve all the organisations that manage international volunteers through non-formal education projects, workcamps or international exchanges.

The activities are divided into five different categories, which serve different purposes and in different moments during a volunteering project. They are:

- **Energizers** - p. 4
- **Get-to-know and Teambuilding** - p. 7
- **Communication and Problem-Solving** - p. 13
- **Coaching and Mentoring** - p. 19
- **Feedbacks and Assessment** - p. 26

To follow the updates of the project, like our page and share with us your experiences: <https://www.facebook.com/myinternationalvolunteering/>

We hope this toolkit will provide you with tools, inspiration and motivation needed in your activities!

Let us know if you have feedback for us!

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ENERGIZER



Pizza Massage

Objective: Relaxing; Creating connection(s) between participants

Participants: min.4

Duration: 5 to 10 min

Material: ---

Description activity:

The participants sit or stand in a circle and then turn to the right, so that they have one person in front of them, and one behind. Let them know that they should imagine making a pizza dough, but in this case the dough are the shoulders of the person in front. For the pizza do turn out nice they have to work the dough in all parts, with both hands and make sure there are no knots.

Let them massage each other like this for two minutes, and if you have the time after one round they can turn around and do the same with the shoulders of the person on their left in the circle.

If you see the need, keep encouraging them to work the dough.



As the activity involves touching and having the trust to tell each other if someone is massaging too hard, make sure to do this activity only if the group already knows each other. For the same reason observe your group before doing this energizer and make sure for no reasons, such as cultural background or other, could it make someone feel uncomfortable.

Mime

Objective: Developing Creativity; Creating connection(s) between participants

Participants: min. 8

Duration: 10 to 15 min.

Material: ---

Description activity:

All participants, but one, stand in a circle. This one participant stands in the middle of the circle and he/she names an object (e.g. a toaster, washing machine, mixer), an animal (e.g. an elephant) or a person (e.g. James Bond), while pointing at one person in the circle. The person that has been pointed at and his/her two neighbours in the circle must now mime the object, person or animal that they have been told. If one of the three reacts too slowly or does the activity wrong he/she has to switch places with the one in the middle. The aim of each participant is always to do everything correct and be in the circle (not in the middle).

The video is in german, but watching it you can see some of the mime movements:
<https://www.youtube.com/watch?v=LxA5ehdAMQA>

Agree on the objects, animals and person you will use with the participants beforehand and train them. Use only four to start with and, if you want to, add another later.



The Egg, the Chicken and the Rooster

Objective: Fun; Creating connection(s) between participants

Participants: min. 12

Duration: 5 to 15 min.

Material: ---

Description activity:

All participants start the game as eggs, sitting on the floor. By playing rock-paper-scissor with another egg they can evolve and become a chicken. Only the one that wins becomes a chicken, the other one has to find another egg and play again until he/she wins and becomes a chicken too. As chickens the participants can get off the ground and move, but not standing straight yet. Playing with another chicken (rock-paper-scissor again) a chicken can become a rooster, again only if he/she wins. Becoming a rooster the participant can stand up and leave the game. A chicken that loses becomes an egg again and has to find eggs for playing to become a chicken. The game ends when only one participant is not a rooster.



Before you start the energizer, make sure everyone knows how to play the game rock-paper-scissor and its rules.

ENERGIZER



ENERGIZER



The Muppet

Objective: Stretching; Creating connection(s) between participants

Participants: any

Duration: 5 to 10 min.

Material: ---

Description activity:

Explain the participants they each are a muppets, with an imaginary puppeteer above him/her, who will move their body parts. The participants have imaginary stings attached to their hands, elbows and head (five in total). You as the facilitator have the power to pull these strings by telling the group which strings they should imagine are pulled or let loose.

E.g.: "Your right elbow is pulled up, then your right hand, then your left hand, your right elbow, then your head to the highest you can get and then (pause) release everything."

Have fun playing with your puppets and trying different combinations.

Check if one of your participants wants to be puppeteer for a minute or two.



Silent Line

Objective: Getting to know each other through a collaborative game

Participants: min. 5

Duration: 5 to 15 min.

Material: Scotch tape; something to draw/make a line on the floor

Description activity:

All participants have to place themselves on the line in a random order. First round: Without speaking and staying on the line, they have to arrange themselves in alphabetical order. Once you see they are done, check whether they did it correctly, by asking them their names in a row. Second round: Without speaking and staying on the line, they have to arrange themselves in chronological order of their birthdays. Once you see they are done, check whether they did it correctly, by asking them their birthdates.



By playing this game you and your participants find out whether there is a birthday during your project.

Running Chairs

Objective: Developing strategies

Participants: min. 8

Duration: ---

Material: chairs, one for each person playing

Description activity:

All participants, but one, sit on a chair each. One participant is standing up. The standing person starts to walk towards the one free chair. His/her task is to sit down. The task of the rest of the group is to make sure he/she cannot sit down. They do this by switching seats when the one standing participant approaches. He/she can then of course try to sit down on the chair that just became empty, and again another person has to switch to cover this one. It is a group effort to keep the standing participant from sitting down. One participant who just switched from chair A to chair B cannot immediately go back to chair A, so someone else has to cover it.



GET-TO-KNOW AND TEAMBUILDING



Be aware of any physical disabilities or challenges of group members that might make this game uncomfortable for them or leave them unable to participate. In such a case it would be better not to do the activity at all to avoid exclusion.



The Knot

Objective: Team building; Collaborating for finding a solution to a complex problem together

Participants: 12 - 25; if the group is too big you have the option of appointing observers, who help the group in finding solutions by sharing their observations and ideas from outside

Duration: 5 to 15 min.

Material: ---

Description activity:

Ask the participants to form a circle, in which they are close enough that their shoulders and hands are touching those of their neighbours. Let them take a moment to look at their neighbours and remember those standing next to them. Then let them leave the circle and wonder around the room freely before forming a new and different circle. From the position they are in now they have to reach out and with their left hand take the hand of the person that was standing left to them before and with their right hand the hand of the person that was standing on their right before, without leaving their position in the new circle.

Doing this the participants have formed a knot, in which arms cross wildly. Their common task is to untie the knot and become a clean circle again. While doing this they can never let go of the hands they are holding.



As the activity involves touching and generally physical closeness, make sure to do this activity only if the group feels comfortable with each other. For the same reason observe your group before doing this game and make sure for no reasons, such as cultural background or issues with personal space, could it make someone feel uncomfortable. Let them know, that if someone feels uncomfortable it is ok to announce that and leave the knot by connecting the two hands he/she is holding and becoming an observer.

Be aware of any physical disabilities or challenges of group members that might make this game uncomfortable for them or leave them unable to participate. In such a case it would be better not to do the activity at all to avoid exclusion.

The Musical Chairs

Objective: Team building

Participants: 12 - 15

Duration: ---

Material: solid chairs; speakers; music (youtube, mp3 or CD with the respective player or laptop/tablet/phone)

Description activity:

Set up the chairs in circle and ask participants to dance around them when the music starts. When the music stops, they all players have to immediately sit on the chairs, no foot can touch the ground. After each round, take out one chair and make the circle smaller, to make it more challenging. No one can be left out when the music stops, the the participants needs to find a strategy to all fit on the chairs even if the number of chairs is very limited. The game ends when it's not reasonable to try it anymore, which should be a decision the participants take, but you should motivate them to keep trying.



GET-TO-KNOW AND TEAMBUILDING



As the activity involves touching and generally physical closeness, make sure to do this activity only if the group feels comfortable with each other. For the same reason observe your group before doing this game and make sure for no reasons, such as cultural background or issues with personal space, could it make someone feel uncomfortable. Let them know, that if someone feels uncomfortable it is ok to announce that and leave the game, without endangering anyone by upsetting the balance of the group on the chairs.

Be aware of any physical disabilities or challenges of group members that might make this game uncomfortable for them or leave them unable to participate. In such a case it would be better not to do the activity at all to avoid exclusion.

The Train Race

Objective: Team building

Participants: min. 12

Duration: 5 to 10 min.

Material: ---

Description activity:

Form two teams. Ask them to form two parallel lines, standing in a row behind each other. The first one of each team runs to one end of the room and comes back walking backwards, while his/her team waits. The second one in the team grabs him/her by the waist and they both go to the target point before walking backwards to the line, while the rest of the team waits. In each round one more person is added from the team. The game ends when all the participants of one team have reached the starting line backwards. This team wins the game.



As the activity involves touching and generally physical closeness, make sure to do this activity only if the group feels comfortable with each other. For the same reason observe your group before doing this game and make sure for no reasons, such as cultural background or issues with personal space, could it make someone feel uncomfortable. Let them know, that if someone feels uncomfortable it is ok to announce that and leave the game.

Be aware of any physical disabilities or challenges of group members that might make this game uncomfortable for them or leave them unable to participate. In such a case it would be better not to do the activity at all to avoid exclusion.

The Mask

Objective: Working in teams

Participants: 5, 10, 15, 20 (or any number above that can be divided by 5)

Duration: 60 to 75 min.

Material: Cardboard; Papers; Magazines, Tape; Scissors; Glue; and other stationary materials you might be able to provide and consider useful

Description activity:

Divide the participants in teams of five. For creating one mask per team, each team's members get one role assigned. Once the roles are assigned and clear, the teams have 30 min. to create their masks.

In each team these five roles are present:

Leader: He/she guides his/her subordinates in the team in creating the mask. He/she cannot touch any material him-/herself or show something by example. He/she can guide only by explaining through words.

Blind person: He/she has to be blindfolded. He/she can do any task requested of him/her that he/she is able to fulfill. He/she can also give opinions.

Follower: He/she can't say anything, just execute everything that the leader tells him/her to do.

Observer: He/she cannot comment or do anything, and in general must maintain a passive attitude. The task is to simply observe the process of the mask creation.

Disabled person: This person can only work with one hand - the hand that he/she does not usually use for writing and working. He/she can do any task requested of him/her that he/she is able to fulfill. He/she can also give opinions.

After the finishing of the masks let the teams show each other their creations.

Debriefing:

Sitting all together in a big circle, ask the participants to reflect on their experience. Some guiding questions can be:

How did it feel to be a leader/follower/observer/blind or disabled person?

Did you feel important to the team?

How did the leaders take the decisions?

Was it easy or difficult to work under the conditions indicated?

How did the team work together?

What were the challenges?

What could be improved in the way you collaborated?

Collect the positive observations about their group works and the suggestions for improvements on a flipchart.

In case you observe that the participants did not feel comfortable in their roles or possible conflicts could arise based on how they interacted during the game, do an activity to shake or brush off their roles before doing the debriefing.



GET-TO-KNOW AND TEAMBUILDING



I Call

Objective: Getting to know each other

Participants: min. 7

Duration: 5 to 15 min.

Material: Chairs for all the participants, but one.

Description activity:

Ask all the participants to sit down on chairs in a circle, but one who stands in the middle of the circle. This person has to think of things that apply to him/her and possible to others as well and say e.g. "I call all the ones who love music/ like swimming/ have blond hair.". Those in the circle to whom the description made applies have to stand up and switch chairs with each other. The person in the center tries to sit down on one of the chairs, therefore leaving another person without a chair, who then has to also come up with an "I call ..." phrase and the game repeats itself. The same attributes cannot be used twice.



Be aware of any physical disabilities or challenges of group members that might make this game uncomfortable for them or leave them unable to participate. In such a case it would be better not to do the activity at all to avoid exclusion.

The Scarves

Objective: Getting to know each other

Participants: even number

Duration: very much depending on the amount of people in your group, between 30 and 90 min.

Material: Chairs for each participant; A scarf for each participant

Description activity:

The participants place the chairs in pairs facing each other with enough room for people to sit on them. Then they blindfold themselves with their scarves. Once they are all blindfolded you (and maybe colleagues) move each one of them to a chair, so that they each sit across from someone else in the group. Once all of them have been seated you tell them, that they have 20 min. to exchange with the person in front of them and to get to know him/her. Remind them, that their blindfolds have to stay on. When the 20 min. are over let them bring their chairs to form a big circle, while still blindfolded. After they all sit down in a big circle let them take off the scarves and one by one they will have the chance to present their person they were talking to to the rest of the group.

The Chain

Objective: Understanding the importance of Active Listening

Participants: min. 5

Duration: very much depending on the amount of people in your group, between 20 and 45 min.

Material: Chairs for each participant

Description activity:

Ask all participants to sit in a circle. Read a previously prepared short story (max. 5 sentences) to the participant next to you, in a way that only this person can hear it. Then he/she will turn around and try to tell it to the next person as precisely as possible, again in a way that only this person can hear it. The circle continues like this. When the story has made the circle, the last person is asked to tell the story he/she was told, as precisely as possible again. This version is compared to the original version of the story, as the first person reads the previously prepared story out loud.

Debriefing:

Ask the participants to reflect on what just happened. Some guiding questions can be:

What changed in the story?

How and why did it change?

How did they try to make sure they told the story as correctly as possible to the next person?

How do they usually in real life try to make sure they correctly understood a story that is being told to them?

Introduce the concept of active listening: a two-way communication where the listener aims to understand and check if the meaning of the message is received without judging or giving advices.

Collect the positive observations about their group works and the suggestions for improvements on a flipchart. Then add the definition of Active Listening to it.





Active Listening

Objective: Exploring methods to encourage your partner to speak; Analysing the best ways to practice Active Listening

Participants: number that can be divided by three

Duration: 75 to 90 min.

Material: Papers and pencils for each group

Description activity:

Introduce the concept of active listening and divide participants in groups of three. The members of each group choose who takes which of the following roles in the following activity:

Initiator: He/she tells the others about a problem he/she is trying to resolve. If he/she does not want to share a real problem, he/she can make one up.

Listener: He/she tries to support the Initiator in resolving the problem by practicing active listening, making open questions and offering different perspectives on the problem. **Attention:** He/she cannot offer a solution to the initiator. The initiator has to find the conclusion him-/herself.

Observer: This person analyses the dynamics of the discussion, giving feedback only when the discussion is over.

The groups are given 15 minutes for their task: 10 for the discussion between initiator and listener, and 5 for the feedback from the observer.

It's important to remind participants to observe how the initiator gets to his/her conclusion rather than concentrating too much on the content in the conversation. The listener should try to put her/himself in the situation of the initiator, focusing on the way of communicating and the problem-solving part rather than the final conclusion.

Then the roles are switched two times and the activities are repeated. Each participant shall experience each of the roles.

Debriefing:

General feedback on the activity and their main learning points in the plenary.

Guiding questions could be:

How did it feel to experience the different roles?

Which role was your favorite?

What have you learned about active listening?

What have you learned about yourself in these roles?

In what situations and why do you consider active listening as crucial?



To make sure everyone feel at ease to discuss his/her problem and discuss the feedback with the observer, it is best to have space between the groups and if possible even have them practice in different rooms.

The Talking Object

Objective: Improving listening and speaking skills; Giving more value to a conversation

Participants: 15

Duration: ---

Material: Small random objects - participants can also use objects from their pockets

Introduction:

This tool is used in conversations between two or more people. The “talking object” is an object that allows people to speak. Only the person holding this object can speak; the others can only listen.

This tool was originally used by the Native American communities, who used different objects depending on the subject of the conversation: for example if they had to talk about a delicate matter, they used a feather.

The object should preferably be something with a sentimental value, so to give more importance to the conversation.

Description activity:

Introduce the concept of active listening and divide participants in groups of three. The members of each group choose who takes which of the following roles in the following activity:

Initiator: He/she tells the others about a problem he/she is trying to resolve. If he/she does not want to share a real problem, he/she can make one up. Divide the group in couples. Tell them to agree on a talking object (for the exercise it can be a marker, a keyring, anything they can hold in their hands). Tell them to identify a speaker and a listener. The speaker has to talk about something he/she is good at, like a skill or competence, e.g. working with kids. The other has to ask him/her questions to make him/her explore these skills, asking concrete examples, helping him to realize how he/she could improve it. But, they have to talk in turns: one person holds the agreed upon and can speak, the others only listen. When the person that is holding the object finishes to speak, he/she puts the object on the ground in front of him/her. The other person can take it to speak or to ask questions; when he/she finishes, he/she puts it back, and so on.



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The person that doesn't hold the object cannot interrupt the person speaking. The person speaking has to allow the other person to reply or ask questions and cannot only talk for the whole session.

Variations: Different topics could be: talk about a problem you have, talk about a conflictual relationship with another person, talk about the challenges of your past week, or anything else that you think this group could or should work on.

The exercise can also not demand a speaker and a listener, but two people conversating on the same level.

Debriefing:

The debriefing can be done using one talking object for the whole group. When one person finishes, he/she puts the object in the centre. Guiding questions can be:

Did you find any difference from everyday conversations?

Which ones?

How did you feel when you were speaking?

How did you feel when you were listening?

Depending on the instructions given, this activity can also be used to work on problem-solving, conflict management, self-reflection and more.



Problem-Solving: the bridge

Objective: Introducing a method to solve problems; teambuilding

Participants: 6

Duration: 60 – 90 min.

Material: Previously prepared flipchart with the steps of the approach; a box with various type of stationery (papers, scissors, tape, glue, pencils, etc.); one marker, chairs

Description activity:

Start the session by letting the participants define what the word “problem” means, in one word. Note down the brainstorming on a flipchart. Discuss what it means to solve a problem according to the definitions found.

Then put your flipchart up and present the following five steps for solving problems:

1. Identify the problem: A concrete description of the problem – facts and figures
2. What is my plan? At least two or three possible methods to solve the problem
3. What might happen if ... ? Elaborate what might happen when you follow each of the proposed strategies?
4. Try it! Choose your best options, based on the elaborations in step 3 and really apply them.
5. Measure: this step is to reflect on the results of the chosen method. Answer the question: Did it bring the foreseen solving of the problem? Why? Why not?

Now it is time to apply this methodology. Divide participants in groups of 4-5 people and ask each team to create a “bridge” between the back of two chairs. The bridge should be able to sustain a marker rolling from one side of the chair to the other. A box containing some stationery material (papers, glue, pencils, tape, etc.) to build the bridge is available for each group. Groups should identify the problem and plan a strategy according to the 5 steps method, before starting to build the bridge and evaluate the success of their solution.

Eventually the facilitator will roll one marker on the bridge and a debriefing discussion can follow according to the results of the group work.

Dealing with Cultural Diversity

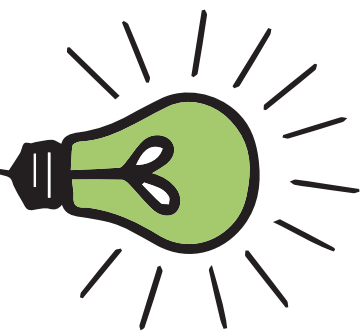
Objective: Experiencing the difficulty of Intercultural Communication and Misunderstandings

Participants: 4 - 20

Duration: 90 min.

Material: Papers with instruction for each group; Paper goods





Description activity:

Divide the plenary into three smaller equally sized groups. Give to each group a piece of paper with instruction of the culture they have to represent (see below). Give them some time to read their instructions and understand how these descriptions would look when acted out.

All groups have the task to buy goods from the other groups. The goods are represented by pieces of paper (with letter A written on them for 1st group; letter B for the 2nd, etc.). Other pieces of paper represent money (\$). Groups can trade lettered papers with money papers; the exchange can only consist in one lettered paper for one money paper at a time.

Each group chooses an “ambassador”, who is going to interact with the other groups and perform the exchange. This role switches throughout the game until everyone has been the ambassador once. After the first interaction with another group the ambassador will come back to his/her group and explain what happened. Interacting with the other groups the ambassador has to try to understand the other cultures and their behavior.

The game ends when all the groups have all the goods, or when time is over.

The instruction for the groups:

<p>The “screamers”</p> <ul style="list-style-type: none"> . you speak only screaming. . you don’t understand noone speaking in normal tone of voice. . you look all the time the floor. . if someone speaks to you in different way, instead of scream, you make a circle as a full group and scream “uuuuhhhh!!” all together until the person who is speaking to you goes away. . you give your goods only to the one who scream to you looking at the ground. 	<p>The “laughers”</p> <ul style="list-style-type: none"> . you speak only laughing and patting on the shoulder of the other person. . you consider it really offensive if someone doesn’t laugh when are speaking with you. . when you feel offended you turn your back and laugh even louder. You don’t watch again who is speaking until the person who is speaking to you goes away. . you give your goods only to the ones who speak to you laughing and patting you on the shoulder.
<p>The “gesticulators”</p> <ul style="list-style-type: none"> . you speak only by corporal gesture. . you don’t understand words. . when someone speak to you with words you squat down and start to oscillate on your feet until the person who is speaking to you goes away. . you give your goods only to those that speak to you using only gestures. 	

Debriefing:

Get back together in the plenary and reflect on the game. Guiding questions can be:

How did you feel?

What just happened?

What did you notice first?

How did you interact with other groups?

How does this game relate to real life situations?



In case you observe that the participants did not feel comfortable in their roles or possible conflicts could arise based on how they interacted during the game, do an activity to shake or brush off their roles before doing the debriefing.

Nuts Crisis

Objective: Using practical problem-solving strategies to resolve a conflictual situation

Participants: 15

Duration: 45 to 60 min.

Material: Papers with one story for each group

Description activity:

Make two groups of seven. The one remaining participant works as an individual (group 3). The common situation all these groups find themselves in is: a new virus is killing a lot of people and no one has been able to develop a cure, while at the same time nuts have almost disappeared because a bug is eating them.
In addition to this common basic information about the disease and the bug, each group receives group specific instructions detailing their part of the story:

<p>You are a group of scientists that found the cure for the virus. This cure is inside the oil of nut's skin. You find a farmer in Italy that is selling the last 100kg nuts available. You need it to produce medication. But you also learn that you have a competitor. A negotiator sets a meeting between your competitor, the farmer and you. Your task is to achieve your final goal: go home with the nuts. Decide on a strategy in the group and then send two representatives to the meeting who will negotiate.</p>	<p>You are a group of scientists that found the cure for Mediterranean Anemia. The cure is inside nuts. You find a farmer in Italy that is selling the last 100kg nuts available. You need it to produce medication. But you also learn that you have a competitor. A negotiator sets a meeting between your competitor, the farmer and you. Your task is to achieve your final goal: go home with the nuts. Decide on a strategy in the group and then send two representatives to the meeting who will negotiate.</p>
<p>You are a farmer that has the last 100kg of nuts available for this year. Some people want to buy these nuts from you. Your goal is to earn as much money as possible from selling the nuts. A negotiator sets a meeting between the two interested buyers and you. Your task is to achieve your final goal: become rich.</p>	



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The facilitator acts as negotiation, create a meeting-like situation in which the negotiation takes place: big table, water, papers, maybe some nuts to try. The game is over, when the nuts have been sold.

Debriefing:

Get back together in the plenary and reflect on the game. Guiding questions can be:

How did you feel?

How did you take decisions?

How did you interact with other groups?

How does this game relate to real life situations?

In case you observe that the participants did not feel comfortable in their roles or possible conflicts could arise based on how they interacted during the game, do an activity to shake or brush off their roles before doing the debriefing.



Definition of Non-Formal Education Competences

Objective: Setting common definitions of the main terms of a project

Participants: 15

Duration: 30 to 45 min.

Material: Little papers with the terms (formal learning; informal learning; non-formal learning; soft skills; hard skills; recognition; validation; competence); Flipcharts; Markers; Scotch tape; Papers with Cedefop definitions of terms

Description activity:

Divide the group in four. Each group gets little papers with all the words that should be defined. Give them 20 minutes to discuss them and search for common definitions they can agree on. Give each group a flipchart and markers, so they can write the definitions of all the terms on them. Let them hang the definitions next to each other. Compare and discuss them in the plenary. Add the Cedefop definitions. Compare and discuss them in the plenary.

Motivation in Service

Objective: Reflecting on and discussing the factors that influence motivation

Participants: any

Duration: 30 to 60 min.

Material: 4 flipcharts; Markers

Description activity:

Prepare the four flipcharts by writing in their centers always one of the following four categories: work environment, personal character, special circumstances, social background. In another color fill the paper around the terms with factors that are relevant in that category, e.g. tasks, relations with colleagues, satisfaction with activities, introvert, not a morning person. Stick those papers on the four walls in the working space.

Starting the session take a walk with four stations with your whole group. Going from one poster to another you explain to them the categories. Ask the group to read all categories and each choose one, that according to them is the most important in effecting the motivation. They should go stand next to that one, and together with the others that chose it have 10 min. to discuss and add more factors.

Debriefing:

Back in the plenary let the participants bring the posters and discuss their conclusions with them. Guiding questions can be:

Which category did you choose and why?

Why did some categories get more votes?

What factors did you add?



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Can there be a general definition of which category is more important? Or is this personal?

During your volunteering experience did you have a significant decrease of motivation?

How do you motivate yourself and what would you advise to future (EVS) volunteers?

Inspiration Game

Objective: Introducing the Inspiration Game as a tool for talking about a person's (lack of) motivation. A game by Peter Gerrickens - www.kwaliteitenspel.nl/en/ The game is very useful to talk in a team about what each member needs to get and to stay motivated, what activities they like, what/who inspires him/her, obstacles to do the things he/she really likes to.

Participants: 3 -10

Duration: 30 to 60 min.

Material: Gerickens' cards "The Inspiration Game" or similar

Description activity:

Select a set of activities and obstacle the (EVS) volunteers you are working with can like or face. Put all of them on a table. Each participant should choose three cards from the activities. Make a round and let everyone explain their choices. Questions by trainers and other participants can be asked to clarify something or to simply go deeper.

Then let each one choose and pick up an obstacle card. These mainly refer to restrictive convictions of the person. It keeps him/her away from what he/she really wants. Depending the goal and setting where the game is used you can talk with each participant individual or as a team about the person's needs to overcome this obstacle.

Development Game

Objective: Introduce the Development Game as tool for talking about skills. A game by Peter Gerrickens - www.kwaliteitenspel.nl/en/ The game is very useful to talk in a team about the needed skills for the tasks of the team or the profile of a new colleague and in one to one conversations to talk about the skills required by an individual (e.g. volunteer) and/or the steps he/she wants to take in the development of certain skills.

Participants: 3 - 10

Duration: 20 to 30 min.

Material: Gerickens' cards "The Development Game" or similar

Description activity:

Prepare a set of cards that represent skills that more or less can be expected or wanted from an (EVS) volunteer. All cards lay face down on a deck. One after another the participants pick up the card on the top and present/ discuss whether they think that this skill needs to be present at the beginning of an (EVS) volunteering experience or something that should be developed during the volunteering. Make two deck collections of cards on two different side of the table - one for skills to be expected and one for skills to be developed.

EVS Charter Simulation

Objective: Understanding the different roles and responsibilities in (EVS) volunteering projects

Participants: 13 - 18

Duration: 75 to 90 min.

Material: Papers with the instructions for the little plays

Description activity:

Divide into three groups. Each group will prepare a simulation for one phase of EVS project cycle, that they received the description of. It shall be a theatre play in front of the rest of the group, highlighting the roles, tasks and responsibilities for each actor involved in the (EVS/) volunteering programme. These are the three groups/stages:



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<p>Situation 1 (Preparation; 4 roles): The (EVS) volunteers will leave for their projects in two weeks. What can everybody do to help them preparing their arrival? Who should the volunteer address for support?</p> <p>1 volunteer 1 mentor in receiving organisation 1 coordinator in receiving organisation 1 sending/coordinating organisation</p> <p>If there are more people in your group, you can add one family member and one friend.</p>	<p>Situation 2 (Implementation; 4 roles): The (EVS) volunteers just arrived at the receiving organisation. What happens during the first month?</p> <p>1 volunteer 1 mentor in receiving organisation 1 coordinator in receiving organisation 1 sending/coordinating organisation</p> <p>If there are more people in your group, you can invent one or two more roles that you could find interesting</p>
<p>Situation 3 (Evaluation; 5 roles): Volunteers are in the last week of their project. What does everybody need to do for the final phase of the project?</p> <p>1 volunteer 1 mentor in receiving organisation 1 coordinator in receiving organisation 1 sending organisation 1 coordinating organization</p> <p>If there are more people in your group, you can invent one more roles that you could find interesting</p>	

Debriefing:

After each simulation take some time to discuss the role play with the full group of participants. Check whether they can relate to what the others represented, whether they are missing something.



Collect observations and comments about the different roles and responsibilities of the roles throughout the three stages on a flipchart, based on the roles plays and on the discussions.

In case you observe that the participants did not feel comfortable in their roles or possible conflicts could arise based on how they interacted during the game, do an activity to shake or brush off their roles before doing the debriefing.

Learning Styles

Objective: Informing about David Kolb's learning style theory; providing tools for the participants to discover their preferable learning style and how to apply this when mentoring (EVS) volunteers

Participants: 4 - 15

Duration: 75 to 90 min.

Material: Presentation of David Kolb's Learning Cycle and how to identify different learning styles and the correspondent types of learners; Papers; Pens; Printed Questionnaires

Description activity:

Start the session by giving an introduction to David Kolb's Learning Cycle and how to identify different learning styles and the correspondent types of learners. You find some graphics and information to build this presentation here: <https://www.simplypsychology.org/learning-kolb.html> Leave some time for discussion and questions. Then divide your participants in groups of three or four. Ask them to match the four different types of learners below:

Identify the types of learners in this real life situation according to the previous explanation. Different types of people have to put together some pieces in order to build some furniture. But they have different behaviors facing the same task.	
Person A picks up the pieces and starts to put them together.	Person B reads the instructions first and then starts to build.
Person C starts by looking at the list of contents to make sure all the pieces they feel they need are there.	Person D looks at the pieces, read the instructions and think about how it will be before starting.
All of them manage to build, successfully, the furniture.	

When you have decided on your final answers, compare them with the other groups and finally check with the trainer/facilitator whether they are correct. (Correct answer: Person A - Activist "hands-on approach"; Person B - Pragmatist "use the learning to find solutions"; Person C - "Reflectors"; Person D - Theorist "Logical Approach") After this is agreed upon, individually find a place where you can work on the questionnaire about learning styles. Take your time to reflect and answer truthfully. When you are done go back into the groups you had before and share with the others your answers and results.

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Debriefing:

Back in the plenary reflect on the usefulness of the models, the questionnaire and what you have learned from filling in the questionnaire yourself. Guiding questions can be:

What have you learned about your own learning styles?

Do you find the model and the questionnaire useful for reflecting on your own learning styles and needs?

(When working with the mentors and coordinators of volunteers and not the volunteers themselves:) How can you use the model and the questionnaire when working with (EVS) volunteers?

Bring a printed version of your presentation, and when working with mentors and coordinators also printed copies of the questionnaire, to give to the participants, so that later they can access their own learning process and the information easily again and continue their reflection process.



Learning Process during EVS

Objective: Getting to know learning styles; Applying them to real learning processes

Participants: 10 - 15

Duration: 75 to 90 min.

Material: Papers (color or white); Markers/colored pens

Description activity:

Start the session by giving an introduction to David Kolb's Learning Cycle and how to identify different learning styles and the correspondent types of learners. You find some graphics and information to build this presentation here: <https://www.simplypsychology.org/learning-kolb.html> Leave some time for discussion and questions.

Let each participant take a paper and a pen, on which you ask them to write in one color the four words: "What?", "Why?", "How?" and "When?". Give them a moment to think about something they personally want to learn. Next to "What?", let them write it down in another color used to answer all the questions. Next to the word "Why?" they should answer the questions: "Why do I want to learn it? Is it a hobby? Is it useful for my job/professional development?". Next to what, let them write it down. Next to the word "How?" they should answer the questions: "How do I want to learn it? Think about the learning styles while answering this question. Do I need some help? Do I need money?".

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Next to what, let them write it down. Next to the word "When?" they should answer the questions: "Set a date/month/year - real ones - to learn it and think about how long can take to learn it."

Then let them take a second paper and in a different color take some notes about something they have wanted to learn in the past (can be the same thing) and why they did not succeed. In yet another color let them describe the lessons they have learned from this.

When they all have finished their papers divide them in groups of three, four or five. In these groups ask them to share first the things they want to learn, one after another.

Debriefing:

When all is done get back into a big circle and reflect on the learning together. Guiding questions can be:

Was it easy to think about something that you want to learn?

Was it easy to choose just one?

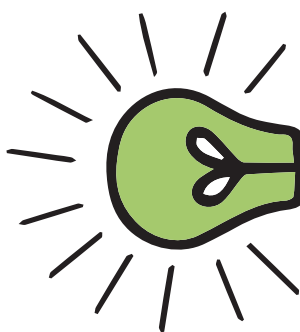
What category of subject did you choose? Hobbies? Professional development? Why?

Why do you think you did not succeed to learn that one subject you wanted to learn in the past?

Do you think that after getting to know the different learning styles you became more aware of how different a learning process can be?



Inform the participants that this is an activity that can be use during pre-departure and on-arrival training and mid-term evaluation. For a more effective learning process it is important to have personal motivation, feedback and long term evaluation. This activity can also help the volunteer to fill the Youth Pass certificate (learning how to learn) and GLORE certificate.



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Mentoring and Coaching

Objective: Providing participants with a set of tools for conversations with their (EVS) volunteers

Participants: Possible to be divided by 4, up to 16

Duration: 75 to 90 min.

Material: Papers with instructions for tasks

Description activity:

Define with the group what a closed (only yes or no as answer needed), an open (any answer possible) or suggestive (not yes or no, but the asker expects and suggests a certain direction of the answer) question are.

Two participants sit in the middle of the circle, facing each other. One person is the asker. He/she starts asking the other person questions, about one random topic, e.g. holidays, traffic jams, the Euro, mobile phones, EVS, a favorite magazine. It is only possible to ask open questions. If a closed question is asked the rest of the participants protest loudly. After two or three minutes the asker is changed. The person practicing with him/her can just switch roles, or someone from the audience can be brought in as asker. All participants have to be in the middle as an asker at some point.

Then divide the participants in groups of four. In these groups let them decide on a topic that is work or learning related, and that all four group members have a connection to (presently or in the past). One person starts as the asker, by asking one other person deeper and deeper open questions on the topic. Make sure that everyone feels comfortable with how deep you go on the subject! The other two listen and protest if they feel a question is closed or suggestive. Together they try to change these into open questions. Everyone in the group should experience all the roles.

Debriefing:

Get back in the plenary and reflect on the learning made. Guiding questions can be:

Was it easy to avoid suggestive and closed questions?

In real life which kind of question do you usually use?

Do answers change according to how a question is made?

Why can it be important in coaching and mentoring to make open questions?

Coaching on Skills

Objective: Learning to coach on skills

Participants: min. 4

Duration: 45 min.

Material: Chairs for all participants; Skills cards (handmade or from Feedbacks game www.kwaliteitenspel.nl/en/ by Gerrickens)

Description activity:

Lay out the skills cards on a table. Let each participant choose two skills they wish to improve in and pick the respective cards. Put them into pairs, in which they work together on how to develop those skills, 10 minutes per person. One person shows the cards and explains. Using active listening methods (open questions, not giving solutions) the other person coaches the first in developing those skills.

Debriefing:

Back in the plenary reflect on the work done. Guiding questions can be:
Did you manage to get a clearer view on the way you need to act to reach the skills they want to develop?
Did the active listening help?
How did you feel during the conversation?

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FEEDBACKS AND ASSESSMENT



Feedback Sandwich

Objective: Giving and Receiving feedback

Participants: 4 - 16

Duration: 30 to 45 min.

Material: Flipcharts with the prepared presentation

Description activity:

Explain to the participants the three steps of sandwich feedback:

1. Positive: Something the person is doing well.
2. Negative: Something that should be improved.
3. Positive: Highlight the positive aspects of the performance of the person in general.

Especially for the second one, use the following constructions:

"I see XY in your attitude/behavior. I feel like ... about it. You maybe could/should ..."

Divide them into pairs and practice some sandwich constructions.

Debriefing:

In the plenary discuss what you have learned. Guiding questions can be:

How did it feel to use these methods?

When do you think they can be useful?

Be careful to give the participants personalities to give sandwich feedback to. These can be related to your project, the country, etc. If they give feedback to each other, they might hurt each other, and since they are working in couples, you might not overhear this and therefore not be able to react.



Feedback 360°

Objective: Giving and receiving feedback

Participants: 6 - 20

Duration: 30 to 45 min.

Material: ---

Description activity:

Divide the participants in two groups and sit down in two circles (inner and outer). The two circles face each other, so that always two people face directly. They have five minutes to give feedback to each other. Then the people in one circle move one to the left and again they have five minutes to exchange feedback with the people they are facing now. Make sure they know to give much positive feedback as well.

In a shorter round, with always only one minute per person, give and receive compliments about the way they look, work, attitude, involvement in training or anything else you admire about the person.

Debriefing:

In the plenary discuss what you have learned. Guiding questions can be:
How did it feel giving and receiving feedback?
What have you learned?



Do this activity when participants already know each other rather well, so they feel comfortable and safe to do this exercise plus they can comment on more than looks and first impressions.



FEEDBACKS AND ASSESSMENT

FEEDBACKS AND ASSESSMENT



Compliment Shower

Objective: Receiving and accepting compliments

Participants: 5 – 20

Duration: 20 to 30 min. depending on group size

Material: ---

Description activity:

Make a circle with all participants. Ask one volunteer to go to the middle with his/her chair and sit down there. All the people around, one after another (does not have to be strictly going around in the circle) give a compliment to the person in the middle. This compliment can be one phrase or one word. After one round change the person in the middle and repeat. All participants should be in the circle at some point.

Debriefing:

In the plenary discuss what you have learned. Guiding questions can be:
How was it to be in the middle?
Was it easy to receive these compliments?
Could you accept them?
Is it easier to give or to receive compliments?

STARR Interview (Situation - Tasks - Action - Results - Reflection)

Objective: Making the volunteer explain a skill he/she has required and reflect on it

Participants: min. 3

Duration: ---

Material: Paper for presentation

Description activity:

Write the five steps on five papers and explain them to the participants. Divide the participants in groups of three. Each one of them gets one of the following roles: interviewer, volunteer and observer. The interviewer starts asking the volunteer about one of his/her soft skills. During the interview all five steps have to be touched. Afterwards the observer gives his/her feedback on the discussion of the soft skill. In the small groups let them change the roles until all have done all roles.

Debriefing:

In the plenary discuss what you have learned. Guiding questions can be:
How did you feel in the three different roles?
What have you learned about your soft skills and those of others?
What is your main learning point concerning the STARR model? Do you think it fits?

Assessment of Professional Skills

Objective: Getting more insight in the possible connection between volunteering and the skills a volunteer can develop during EVS/ volunteering experience and how to assess these

Participants: 16

Duration: ---

Material: Flipcharts; Markers; Scotch tape

Description activity:

Divide the participants into groups of four:

- Ask to imagine that the EVS volunteer will have this EVS work as employed job. Describe the attitude and behavior you want to see of him/her to assess this person as qualified for this job.

- Try to be as concrete as possible in describing this (not generic soft skills).

After we present the described sector and job-related skills to the whole group.

Debriefing:

Discussion about the extent to what you can strictly divide sector and general skills.

Assessment of Professional Behavior

Objective: Explaining theory of professional behavior; Discussing related real life situations

Participants: 10 - 15

Duration: ---

Material: Scotch tape; Paper for presentation

Description activity:

Start the session with a presentation on the theoretical approach of "professional behavior":

There is no concrete definition about what is/what is not professional behavior. That definition can be something subjective and change from job to job, country to country and even from person to person, but we try to find something in common in all the subjectiveness and explain "how can you become a professional":

- a. The development of professional behavior is something personal
- b. The development of professional behavior is more effective when the person can have some feedback and long term evaluation

- c. When trying to develop a professional behavior the person should think "How much do I know about this subject and how much do I want to learn?" - Here we have KNOWLEDGE as a key word.

- d. The person should also think about "How much experience do I have in this area and how much do I want to learn" - Here we have EXPERIENCE as a key word.



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e. The person should also think about "What are my social skills for this job and what do I need to develop?" - Here the key word is SOCIAL SKILLS.

f. The development of these three main areas will not be possible without SELF-REFLECTION.

Finish with: EVS and similar volunteering experiences are a great opportunity to develop a professional behavior and the volunteers should be supported by their mentors and coordinators in doing so.

After you finish your presentation, use the scotch tape to make a line on the floor that has three levels: On the left side you have the minimum (1) and at the right side you have the maximum (3). That line goes from non-professional behavior (1) to very professional behavior (3). Present three different situations and everyone has to choose what they think about them and position themselves in the line. Is it professional behavior or not? Is it not completely non-professional either, so in the middle?

Guide a discussion after each situation in which the participants explain to each other why they positioned themselves where. Ask them questions, following the flow of the group.

These are the situations:

Maria is a volunteer working in a youth center. She is preparing the activities for the day because the kids are almost arriving. Meanwhile her mentor arrives at the center and starts arguing and screaming with her and asking why she didn't show up the day before for their meeting. Maria doesn't have time to explain herself and the mentor just leaves. She starts to be very emotional with this situation. The kids arrive for the activity and she can't contain herself and starts to cry.

Peter is a youth worker in a youth center. One day, a 15 years old girl that goes to the center asks to talk to him in private. In that conversation she tells him that she is pregnant and doesn't know what to do, but asks specifically to not tell anyone about that and Peter accept that. But he doesn't know what to do so he goes to his coordinator, tells him about the situation and the coordinator answers that he can't keep the secret and he must talk with the girl's parents about that. Peter has do it so he ended up talking with her parents about her pregnancy.

Ana is working in the participants selection of a youth exchange. She chooses 10 participants out of 30 and let them know about the choice. At the next day, the father of one of the non chosen participants calls her to try to convince her to change her mind. They already had a previous personal relationship. But Ana sticks to her decision and keep her first choice.

Debriefing:

Make a collection of behaviors that based on the discussions you had, for your group constitute professional behavior. If you want to, collect them on a flipchart